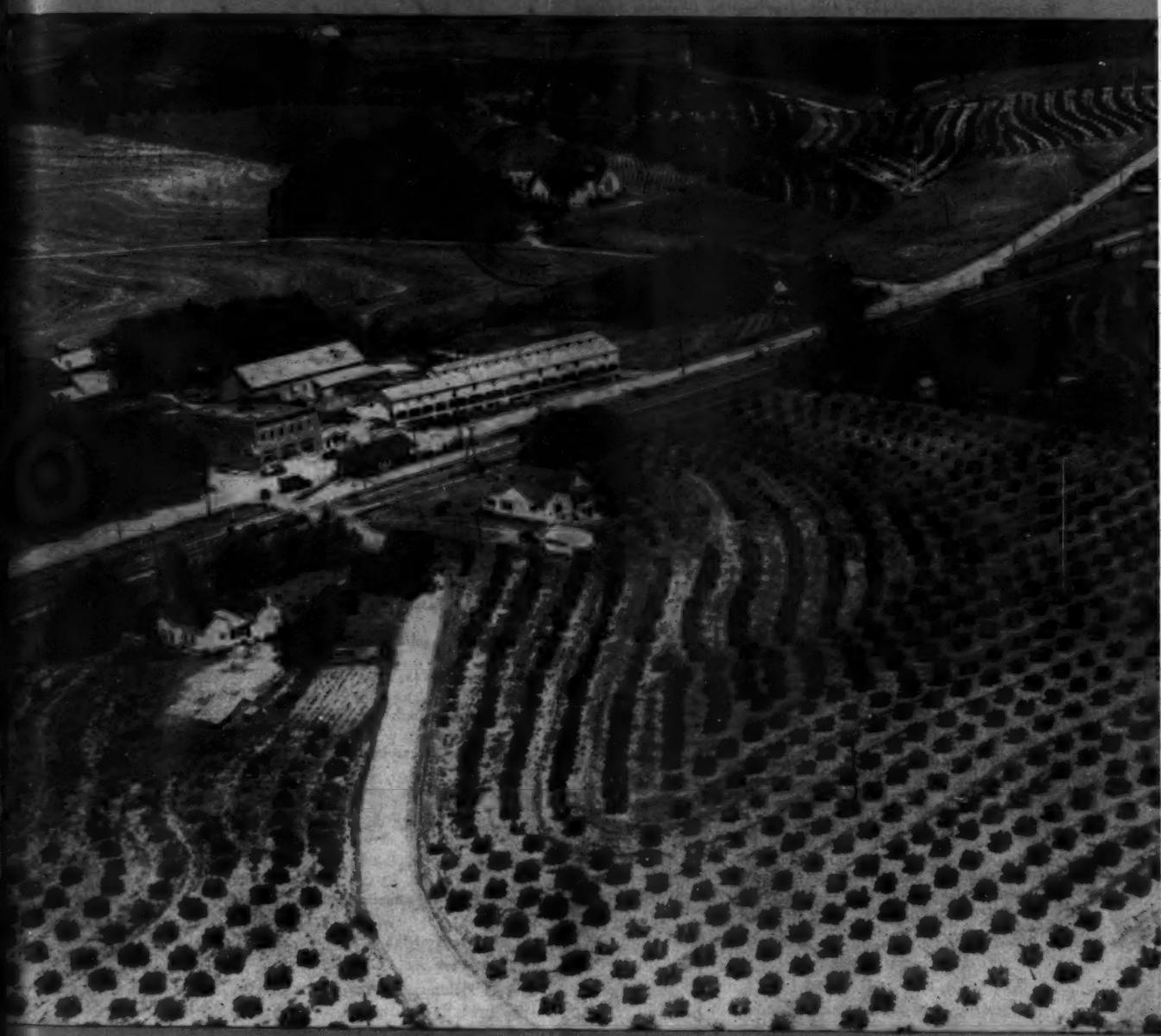


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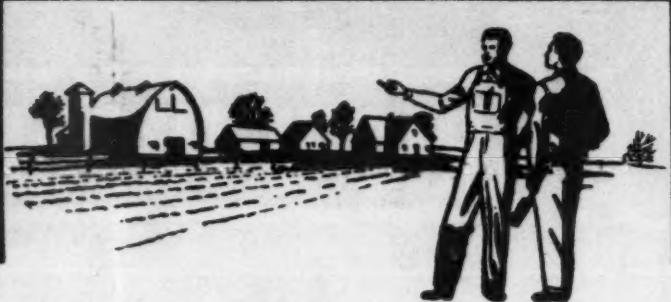


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Featuring—The Young and Adult Farmer Program

Y & C

The Agricultural Education Magazine



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Editorials

Establishment in Farming and The Young Farmer Program

HAROLD R. CUSHMAN, Teacher Education, Cornell University.

Meeting the needs of young men who are in the process of becoming established in farming is often cited as the purpose of the young farmer program. Most people who use this phrase assume that everyone knows what establishment in farming is and do not attempt to expound their personal definition. Nevertheless, it might be worthwhile for us to attempt to define this everyday term and see what meaning it may hold for us in developing programs with young farmers.

One way to go about defining establishment in farming is to get in mind one or more men whom all would agree have achieved this status. From this point of view one might expect a man who is satisfactorily established in farming to demonstrate the following characteristics: (1) to have substantial financial equity in his farm business, perhaps at least 50 per cent; (2) to be proficient and experienced in performing the manipulative skills and in making the managerial decisions involved in the type of farming in which he is engaged; (3) to look to farming as the main source of his livelihood; (4) to be providing himself and his family with a standard of living at least equal to the average of the community; and (5) to be accepted in the community as a responsible citizen and as a social being.

Young Farmers Need Help

If the above definition describes the situation toward which the young men enrolled in our young farmer programs are striving, then the sorts of help they are likely to need should be apparent. In the first place, the young farmer must gain possession of a farm business of adequate size. With land values rising and with the trend toward increased mechanization, this means that the young farmer must gain control of from \$25,000 to \$40,000 in order to buy a farm large enough for economic operation. Whether he enters farming by way of a partnership, inheritance, tenancy, or off-farm employment, the young farmer's credit needs and his need for assistance in making suitable business agreements are bound to be great. He may also need help in selecting a farm.

After the young farmer has gained control of a farm, he is faced with the necessity of improving his rates of production and efficiency to a level where he can meet his financial obligations for the farm and still have enough left over to provide for the personal needs of his family. This will involve making many management decisions and performing many skills, often for the first time. The young farmer must not only decide which practices are best for him to follow, but he must also institute them on his farm. In addition, he must make improvements in his basic tools of production including buildings, land, and machinery. With his costs of production high in comparison with his income, the young farmer cannot

Who Will Teach Adult Farmers?

BONARD S. WILSON, Coordinator of Field Development, Adult Education Association.

Vocational agriculture will remain and prosper as a vital educational force if we expand educational opportunities for adults. If we do not, it will surely become insignificant or die entirely.

It is no longer a question of whether adults will receive educational help on their problems. The only question for us in vocational agriculture is, "Will we do our share or will we leave the education of adults to others?" Our answers will have many consequences for us, for adults, for the public schools, for the nation and for the world! Certain things will happen if we expand our program for adults and certain things will happen if we do not. You have your own answers and you foresee the consequences of those answers. You have my answer in the first paragraph.

The expansion of educational opportunities for adults must be in quality as well as quantity. Just any kind of educational program for adult farmers will not do. We all know this, but what kind of a program must we have?

The kind of program we have will depend upon our answers to questions such as these: What should the purposes be? Whom shall be served? For how long? With how much? What policies will we need and how will we get them? How determine educational needs and how use what we find in our planning and teaching? How involve farmers in the planning, conducting and evaluating of their own programs? How evaluate and by whom? What teaching methods and materials to use? How keep the people and Congress informed? How finance? How staff? How train teachers and supervisors and teacher educators?

Each of you have your own answers to these questions, too. Here are mine in the hope that some of them may conflict with yours and stimulate us to more thinking:

1. Vocational agriculture must put primary emphasis on the education of young and adult farmers. We need to spend a smaller proportion of time, on the day program, especially contests, shows and fairs.
2. The purposes must be educational purposes.
3. There must be written policies approved by the Board of Education. All concerned with these policies should have a share in their determination.
4. Farmers must be involved in planning, conducting and evaluating their own educational programs in as many ways as we can devise.
5. Educational needs of farmers must be determined. We must be more accurate than we have been in the past and we must include the needs he has in addition to those required for farming in the narrow sense.
6. Programs must be planned and must be based upon determined needs of the farmers.

A young farmer program "pays"

Try it and find out for yourself

WILLIAM A. ANNIS, Vo-Ag Instructor, Silver Lake, N. H.



William A. Annis

became very clear to me that these people had very definite thoughts on what should be taught. Through questioning it was decided to teach units on enterprises in the community with classes on particular subjects such as income tax when the class would be working on their returns. It was de-

We started young farmer classes at Kennett High School in January, 1955. At first I was perplexed as to what to teach to the people who were out of school becoming established in farming.

However, at the first organizational meeting it to me that these people had very definite thoughts on what should be taught. Through questioning it was decided to teach units on enterprises in the community with classes on particular subjects such as income tax when the class would be working on their returns. It was de-

cided to hold the classes every other week with class-time from eight to ten o'clock on Wednesday evenings. The first hour would be used for unit study and the second hour for discussion of particular problems or individual study. This time schedule appealed to the class so well that discussion sometimes lengthened to one and a half to two hours, which meant the over-all class time lengthened.

This past year classes were held every week with most of the work in the farm mechanics field. The same time breakdown was followed and those students who did not have a project to work on either helped others or studied individually.

Results Will Surprise You

The results of this young farmer program have been astounding. First of all

the public relations of the department have become improved. Every young farmer student has become a good-will ambassador of the department. Instructional material for the day-students such as machinery and equipment has all come from this group. Most important, however, through working with this group I have a better understanding of the problems of agriculture common to the school service area. Some of the problems which seemed insignificant to me prior to starting this course have proven to be real problems in the area. The converse of this was also true.

After two years of teaching young farmer classes I wonder how effective my teaching of day-school students was prior to the organization of the young farmer program. The reception of the classes has been very gratifying and I would recommend that every teacher of agriculture at least try to organize a young farmer program. The results will be so satisfying that your program will continue to include this very important phase of vocational agriculture. □

Who Will Teach - - -

(Continued from page 75)

7. Evaluation must be systematic, and it must measure changes in behavior of the farmers rather than only procedures used by the teacher.
8. We must fully implement our principle, "learn by doing," in our methods with adults in the classroom as well as on the farm.
9. All adults who have need for education in agriculture should have the opportunity for it. There may need to be priorities, but we cannot discriminate against adults in public education.
10. Education in agriculture for adults must be provided at public expense by the public schools.
11. Teachers of vocational agriculture must be trained to teach adults. Little of this is being done when we compare what is with what should be, either in quantity or quality.
12. Supervisors and teacher educators must be educated also in the teaching of adults. This group, including the U. S. Office staff in vocational agriculture, and state directors of vocational education, must share responsibility for our present lag in adult education in vocational agriculture. (Someone has said that "necks on bottles" are usually near the top.)

The future of vocational agriculture rests upon what vocational agriculture does educationally for adults.

Programs of teacher education and supervision need much revamping if vocational agriculture is to remain vital.

Local programs of vocational agriculture must shift emphasis.

Adults will be educated. You hold part of the answer to the question, "Who will teach adult farmers?" □

Establishment in - - -

(Continued from page 75)

afford to make mistakes. Errors in judgement are much more serious financially for the young farmer of today than was true in years gone by.

During the period of establishment, the young farmer is also making adjustments to marriage, to parenthood, and to citizenship responsibilities. He and his wife must learn to work together, to plan their recreation, to cooperate with other adults, to participate in community affairs, and thus to fulfill adult roles in the community.

How the Young Farmer Program Can Be of Help

If the young farmer program is to "meet the needs of young men who are in the process of becoming established in farming" it must provide at least two types of service—systematic instruction and participation in the local young farmer association.

Systematic instruction is a unique feature of the young farmer program insofar as the agencies serving the young adult group are concerned. If systematic instruction is to be used most effectively in meeting the instructional needs of young farmers, it must be viewed as a process whereby young farmers, with the guidance of the vocational agriculture teacher: (1) identify the problems confronting them in their individual farming situations, (2) consider alternatives and plan solutions to their problems as a result of group and individual instruction, and (3) apply the solutions decided on in their individual farming situations.

The teacher is justified in emphasizing the local young farmer association to the same degree that "acceptance in the community as a responsible citizen and as a social being" contributes to satisfactory establishment in farming.

Teachers of agriculture in all regions of our country have repeatedly demonstrated that the local young farmer association can provide an opportunity for young farmers to obtain training and experience in leadership, cooperation, and community service. It has also been well demonstrated that the young farmer association enables young farmers and their wives to plan and conduct recreational and social activities of interest and benefit to themselves and their families.

The young farmer program represents our best opportunity to offer a truly vocational training program in agriculture. Too many of us have long looked upon the young farmer program as a sort of sideshow. The time has come when we should move it into the main tent where it should have been in the first place. □

The Cover Picture

The cover picture this month shows a scene in the peach growing section of Spartanburg County, South Carolina. This county is one of the largest shippers of fresh peaches in the nation. Farming on the contour and terracing, as well as other soil conservation practices, are very important in this rolling Piedmont section of the State. 524 All-Day students, 250 young farmers, and 2,456 adult farmers enrolled in the 12 vocational agriculture departments of the county cooperate very closely with their soil conservation district and the Soil Conservation Service in carrying out practices to conserve and maintain their soil at the highest possible production level.

(Photo courtesy of Soil Conservation Service)

Thinking is everyone's business.



C. V. Zimmerman, one of the Knox County teachers who is co-operating in the Knox County Young Farmer Association, discusses attendance with three graduates of his department.



At the organization meeting of the Knox County Young Farmer Association, representatives from four departments look over a map of the county as a means of determining possible membership.

Is this a solution to your enrollment problem?

We are trying a county young farmer program

C. R. FRIDLINe, Vo-Ag Instructor, Mount Vernon, Ohio.



C. R. Fridline

Extension, and Soil Conservation personnel. "I feel that I have a good program for the adult farmers, but I don't have much to offer the young men," the teacher continued. "I feel the same way about it, but I only have three or four young men in my community who are farming at the present time," another teacher said.

After some more discussion in regard to this problem, the group was of the opinion that something ought to be done to meet the needs of the young farmers in our county. It was pointed out by our County Agent and Soil Conservation farm planner that their programs were not reaching the interests of the young farmer. Their programs, like those of the Vocational Agriculture teachers, instead were doing a better job of reaching the adult farmer interests.

Young Farmers Widely Distributed

It was proposed at this meeting that we meet again and discuss the possibilities of organizing a County Young Farmer Program with our vocational agriculture district supervisor, Mr. F. J. Ruble. In discussing the possibilities of organizing such a group with Mr. Ruble we discovered that we would have a potential enrollment of 20 to 25 young

men. We also found that the young men were rather evenly distributed in the six school districts, offering vocational agriculture instruction. It was decided at this meeting to call a meeting of the young farmers to find out if they would be interested in organizing a county group.

It was the opinion of the teachers that, rather than to invite all of the young men who might be interested, it might be better if we invited two representatives from each community. At this meeting the possibilities of a county young farmer group were presented. The young men entered into the discussion very readily, they asked questions in regard to the program, and made several worthwhile suggestions. After thoroughly discussing the possibilities they were asked to vote whether they wished to organize a county young farmer group. They were one hundred per cent in favor.

Young Farmers Organize

The young farmers decided that, prior to the next meeting, the two representatives from each school district would make a special effort to contact the other young farmers of their respective communities and invite them to attend the next meeting. This meeting was an organizational meeting at which time officers were elected. In addition to electing a president, secretary and treasurer, and news reporter, they elected a vice president from each of the six school districts represented. The duties of these district vice presidents would be to represent the numbers from their respective school district and to inform those not attending about the program and encourage them to attend.

At this meeting three committees were appointed by the president to set up an instructional, recreational and special events programs. The special events

committee was to make suggestions for and arrange tours or field trips that might be of interest to the group.

At the time this article is being written, the instructional program had been planned until May. The group was of the opinion that they would rather wait until their last meeting in May to decide whether they would hold meetings during the summer months.

Variety of Instructional Activities

The instructional part of the meetings have been handled by the vocational agriculture teachers, except two meetings which were conducted by a local farmer.

The group is planning to make a trip to a lime plant as a special tour. They also are making plans to visit some farms in the county where good soil conservation practices are being followed.

The meetings to date have been held at Mount Vernon, since it is the county seat and most centrally located.

The responsibility for farm visits to the young men have been left up to the teacher in whose community the young farmer is located. An exception to this is where a visit by another teacher is needed in preparation for an instructional session.

The first instructional session for this group was held the last week in January. At this early date it is difficult to forecast the eventual success of the county young farmer program. The author is of the opinion that the following should be given consideration in organizing a county young farmer program:

1. All of the vocational agriculture teachers need to agree that a county group will meet the needs of the young farmers of their community.
2. The young farmers need to take the lead in securing membership, and planning the activities that are to be carried out.
3. Where there are enough young farmers in a community, a county group probably is not necessary.
4. A definite communication system needs to be in operation to maintain a good attendance. □

Who are the out-of-school rural youth?

Who they are and what they are must be recognized in your plans for serving them

EVERETT M. ROGERS, Instructor and Research Associate in Rural Sociology,
Iowa State College.

Seventy-nine percent of the adult farmers in our country have dropped out of our educational systems before completing high school.¹ Sixty-three percent dropped out of school before setting foot inside the doors of a high school. This means that only about one-third of our farmers ever had an opportunity to enroll in vocational agriculture in high school.

These figures certainly have meaning for the teacher of vocational agriculture. The problem of the farm youth who drops out of school poses a big challenge not only to the teacher who is seeking to increase his day class enrollment but also for those who wish to organize and conduct young farmer and adult farmer classes.

The many adult farmers in the U. S. who have never attended high school are not likely to have a very clear conception of the purposes and duties of the teacher of vocational agriculture. Nor are they as likely to attend young farmer or adult farmer classes. These farmers may not have as favorable an attitude toward vocational agriculture as are farmers with more education. Lionberger,² in a study of 459 low income farm operators in Missouri, found that the association between years of schooling and favorable attitude toward vocational agriculture was especially pronounced.

There is considerable proof that the number of out-of-school youth in the United States is decreasing. Ganmitz³ reported that only 7% of the boys and girls aged 14 to 17 were enrolled in school in 1890. This figure rose to 11% in 1900, 15% in 1910, 32% in 1920, 51% in 1930, 73% in 1940, and 79% in 1950. However, these figures are for all high school aged youth in the United States, not just for rural youth. The situation is more serious for those residing in farm rather than urban areas, as will be pointed out later in this article.

Drop-outs More Likely to Farm

It has also been found that the farm youth who drop out of school are more likely to become farmers than the boys who complete their high school studies. Anderson⁴ stated:

A great deal has been said and written about the training of the young future farmer who attends a rural high school, studies vocational agriculture, continues in school until graduation, and, eventually, is expected to take his place as a farmer in the community. Far less thought and attention on the part of educational and agricultural leaders have been devoted to the problems of the boy who attempts to master high school work, but, because of failure or of necessity,

quits school. He, too, takes his place as an adult in the community and the likelihood of his becoming a farmer is greater than is that of the boy who graduates.

Why aren't these youth in school? Do they lack intelligence? Were they in discipline trouble? Are their families too poor to send them? A common misconception exists that out-of-school youth lack average intelligence. However, results from a number of research studies seem to indicate that only small differences exist between the intelligence scores of youths who drop out and those who continue in school. Starrak⁵, Hall⁶, and Anderson⁷ have all concluded that I.Q. scores of drop-outs were little different than those of students completing high school.

For the vocational agriculture teacher, this means that the out-of-school youth with which he may come in contact are likely to have intelligence scores at least comparable with the farm boys he teaches in day classes. An educational program for these out-of-school youth should be pitched at about the same level as that of day class students of a similar age.

A number of research workers in this country have reported that a relationship exists between amount of schooling, and income. This finding may not hold true in all rural areas, however, Duncan and Artis⁸ found this to be true in the Pennsylvania rural community which they studied. This means that out-of-school farm youth may tend to have lower farm incomes than those who graduated from high school.

An Over-looked Group

A number of research studies have been cited that were concerned with possible factors associated with the act of dropping out of school. It has been shown that surprisingly large proportions of our rural youth are not and have not been enrolled in school. The reader of this article may wonder why more has not been done in the past for these out-of-school youth. One reason may be that people in local communities are prone to overlook the out-of-school youth. He is not likely to be especially conspicuous. His parents are likely to

be farmers and he probably helps them with the farm work. His name is not likely to appear in the local newspapers. He is probably violating a state law by not attending school and he may be quite ashamed of the fact that he is not in school with most other youth his age. He probably belongs to very few organizations and may be poor in his attendance in those to which he does belong. The school board and teachers may not even be aware of our out-of-school youth, and may not be very concerned if they were aware.

The usual reaction of school officials when confronted with the number of out-of-school youth is something like this, "Sure, we have a few youth who aren't in school. We know of one or two. But other communities have a lot more than we do." Even among teachers of vocational agriculture, who probably know their rural school areas better than most people in the community, the author has found this to be a typical comment.

The vocational agriculture teacher may be in a natural position to work with these rural youth who have missed part of their education, which is, in fact, required by most state laws.

What Can Be Done?

How can we help these farmers who have dropped out of our schools? Adult education is certainly one way in which these farmers can learn more about agriculture. Perhaps young farmer programs deserve a special emphasis. The out-of-school youth between the ages of 18 and 25 may be in an opportune situation to receive some instruction and guidance. He is likely to be faced with many of life's most important problems at this age. He is either not yet established or else is just becoming established in farming. His methods of farming have not yet become set; he is probably eager to learn more about agriculture.

However, to help these individuals, whether on a personal basis or through young farmer classes, the local vocational agriculture teacher will need to know more about them, about their



Members of a Young Farmer class in Central Iowa taking a break for refreshments during their meeting period. Young Farmer classes are one means by which a Vo-Ag Instructor can reach our out-of-school rural youth.

needs, and about their interests. Fortunately, a considerable amount of information is available on this subject. First, the educational level of these rural youth will be discussed.

Their Educational Level

It was pointed out earlier in this article that the educational level of the average adult U. S. farmer may be quite low but that it is gradually coming up. It would be expected then, that the educational level for those in the young farmer age group would be considerably higher than for all the U. S. farmers. Forty-seven percent of this country's young farmers (in 1950) had never been enrolled in high school compared to 66 percent of all adult farmers. (Table I) As a rule of thumb, about one half of the young farmers in the U. S. have never been in high school. This may raise serious problems for the person who is seeking to organize these young men in young farmer classes. It can also be seen from Table 1 that the rural residents in our country seem to have generally dropped out of school at an earlier age than our urban residents.

Wall¹, in a study of 446 young farmers in Kentucky, reported that higher percentages of the young men who had been enrolled in vocational agriculture were interested in meeting with a young farmer group than were those who had not been enrolled in vocational agriculture. Over half of the young men who had not been enrolled in high school vocational agriculture were interested in meeting with a young farmer group compared to almost 100 percent of those who had completed the four years of vocational agriculture. Wall also found that the median grade of school completed by members of the young farmer groups was 11.3 and for the nonmembers the median grade was only 7.9. There seems to be some evidence that the young men who dropped out of school at an earlier time (and need young farmer programs most) are less likely to be enrolled in young farmer classes.

Their Participation in Organizations

Many research studies seem to indicate that people within the age range of 18 to 25 generally tend to have low participation in organizations. Scores

have been developed to measure leadership and participation in formal organizations and a general finding has been that the age range of 18 to 25 is characterized by the lowest participation scores. For this reason, the young farmer may be a very difficult person to organize if educational work is to be undertaken with him in groups (if we consider that factors affecting attendance at young farmer meetings may not be much different from factors influencing participation in veteran's, church, fraternal or other groups). The findings of Mayo², Kaufman³, Goldhamer⁴, and Brown⁵ all seem to indicate that our young adults hold memberships in few organizations.

Within this hard-to-organize age group, the young man who has less education is even more likely to have a low participation score. There is little doubt that the out-of-school rural youth tend to belong to fewer organizations and to hold fewer leadership positions in the organizations to which they do belong than do the youth who complete their education. Rogers⁶, found that in an Iowa community the young men who had completed high school had much higher formal participation scores than the youth who had not. This finding has also been reported by Kaufman⁷, Anderson and Plambeck⁸, Hay⁹ and Lindstrom¹⁰.

It has been pointed out that not only do all young people, aged 18 to 25, seem to be low in their organizational participation but those with less education seem to be especially low. Young farm men with less formal education are less likely to attend young farmer meetings. They are also probably less likely to find positions on advisory councils and on local school boards than those who attained higher grade levels in school. Because of this possible lack of representation in program planning, these less educated young men may not have their needs and interests considered. Perhaps a special effort needs to be made by the vocational agriculture teacher to ensure that these less educated young farmers are represented on the planning council.

Recognize Their Problems

There may be many reasons that these young farmers are difficult to organize in young farmer classes. The young person who dropped out of school may feel inferior to the other young men in the community who have their high school diplomas. He may have an unfavorable attitude toward the school system from which he dropped and may even extend this feeling toward his former teacher. He may be more interested

in such problems as finding a marriage partner, getting started in farming, or locating a better job than he is in learning more about technical agriculture. However, if the individual's problems are included in the program of educational offerings in young farmer classes this may be used to advantage.

Table 2 lists some of the responses that were obtained from interviews with young farm men in a rural community in Iowa by Rogers¹¹. If this type of information could be obtained from each of the young men in a community who had dropped out of school, it would be possible to arrange a young farmer program that would directly interest them and that they would have had a chance to assist in planning.

TABLE 2. The Primary Problems and Needs of Young People Today, as Indicated by Young Farm Men in Iowa.*

1. Solving financial problems.
2. Lack of recreation.
3. Selecting an occupation.
4. Establishing a home.
5. Military service.
6. Lack of group activities.
7. Keeping up on world affairs.
8. Getting an education.
9. Solving family problems.
10. Getting socially adjusted.

* Ranked in order of number of times mentioned.

Individual Counseling Needed

Although the brunt of the work with out-of-school youth must be done on a group basis for the sake of efficiency, there is certainly a need for the vocational agriculture teacher to counsel with these youth on a personal basis.

Our out-of-school youth probably need guidance even more than our young people who finish high school. Even before they dropped out of school, they were probably less likely to receive this sort of attention. It was stated that there are more drop-outs in rural areas, where guidance experts are less likely to be employed, than in urban areas. Much of the responsibility for guiding our school drop-outs in rural areas may rest with vocational agricultural teachers. When pupils withdraw from school, they should be followed up at once to determine the causes of their withdrawal. This might also be the time to determine the individual's interests and perhaps involve him in young farmer classes.

Summary

The number of out-of-school rural youth is surprisingly large. This group may be more in need of a continuing education in agriculture than any other group in the community. One way for the vocational agriculture teacher to work with these youth is through young farmer classes. Even though this group may have the greatest need, they are also the most difficult to work with and organize. They have little participation in formal organizations of all kinds.

More research is needed in this area to determine the needs and interests of

(Continued on page 83)

TABLE 1. Year of School Completed for Males Aged 18 to 24 Inclusive in the United States in 1950.*

Year of school completed	United States %	Rural farm %
Less than 8th	15.01	29.30
8th	10.87	17.39
9th to 11th	26.59	23.74
12th	30.18	25.42
13th or more	17.35	4.15
Total %	100	100
Total numbers**	7,517,217	1,142,910

* Taken from Table 114, pages 223-235, 1950 Census of Population, Volume II Characteristics of the Population, Part 1 United States Summary, U. S. Government Printing Office, Washington, D. C., 1953.

** These totals may differ from the total population within this age category because information as to last year of school completed was not available for all persons.

Some results of experience

Working with out-of-school groups furnishes evidence to guide future programs

JOSEPH K. SCOTT, Vo-Ag Instructor, Williamsport, Md.



Joseph K. Scott

need for out-of-school instruction in agriculture.

To operate such a program successfully the need has to be evident. There is a terrific amount of competition from other community activities which demand the time of the same people who should be enrolled in an agriculture course. You cannot operate an out-of-school program without students and you will not have students unless they are more interested in agricultural education than in the many other activities that beckon.

There are several different kinds of programs such as, young farmers, adult farmers or a combination of the two. Or, in some instances, if enrollment is sufficient, it may be wise to organize on an enterprise basis. Better attendance prevails if the topic for discussion is in common for all the members. For example, if the membership is equally divided between dairy farmers and beef or livestock farmers and the topic for discussion pertains only to dairy cows, not many of the beef farmers will attend. On the other hand, if the topic is about pasture management, both groups will be present.

Influence of Veterans' Classes

Our out-of-school program in agriculture grew out of Veterans-on-the-Farm Training Classes. It was in these classes that the young farmers realized the value of instruction in agriculture. After returning from the war they were especially conscious of the changes that had taken place while they were away. Instruction and exchange of ideas in a classroom helped them to adjust to these changes. As their expiration date for veteran classes approached, they expressed a keen desire to continue with organized instruction in their field. A survey revealed that many farmers in our community who were not veterans also wanted some instruction. Immediate steps were taken to form an out-of-school program. Twenty-eight people attended the first meeting which included all the veterans who were still farming in the community. It was a very heart-warming experience to see that many young and middle-aged farmers were

SHOULD there be an out-of-school program operating in your community? Only some one who has studied the situation to determine the need can answer this question. Usually in a community where vocational agriculture is taught, there is a definite

eager to seek further instruction. An organization was formed consisting of the usual officers and executive committee. The main function of this governing body is to meet during the late summer and set up a group of topics to be used during the fall and winter meetings.

Program of Work Should Be Varied

The program of work is based on the type of farming in the community. For the past several years we have been concentrating on one particular subject each year, such as a study of fertilizer. About half the time is spent on this selected subject. The remainder of the sessions are devoted to new and current problems, the outlook for the coming year and farm mechanics work in shop. This past year, after completing a study of soils and fertilizers, we conducted a land judging contest.

The instruction is done mostly by the agriculture teacher. Much better results are obtained from good discussions than from other forms of instruction. On special problems we call in specialists.

Questions of serving refreshments and including other forms of socializing have been discussed several times by our group. The members have agreed not to mix pleasure with business. This is contrary to the thinking of a lot of people and rightly so. Here is a problem that will have to be solved on a local basis.

Unsolved Problems

One of the greatest problems yet unsolved is the matter of attendance. The lower income farmers who really need help and advice are often the ones who just won't come to class. The situation can be compared to church attendance. Those who need it do not attend and those who attend regularly need it less. A postal card is a good reminder for each meeting.

Another problem that has not been completely solved is the securing of proper personnel. The local agriculture teacher is the ideal person to do the job but he is generally busy with so many other activities at school with not enough time to give to the program. If the local administration will cooperate and understand the adult instruction as an out-of-school program this problem will be greatly eased.

There is much to be said for promoting an out-of-school program. The strongest argument in favor of such a program is the improved relationship created between school and community. A good working relationship between vocational agriculture students and members of the out-of-school program is one of the best ways to strengthen a department. In our particular instance

What is vocational agriculture?

A former Vo-Ag student's definition

K. C. LANIER*

WHAT is vocational agriculture? First of all, Vo-Ag is an educational program. It is not confined specifically to agriculture. It is a program aimed toward improving the way farm people live and work—their homes, living standards, behavior, and farming practices. Vo-Ag is for all farm people. It is a part of the local school and the community. The program is built around organized instruction in groups which include farm boys, young farmers, and adult farmers, plus supervision on the home farm.

It is not just another course in high school. Vo-Ag is different. Vo-Ag is something that can be taught in the classroom alone. In the classroom one can learn about agriculture or what it is, but in order to learn how to farm and to better improved farming one must do farming and follow improved practices. A supervised farming program provides the opportunity to learn by doing.

Supervised farming is the key to Vo-Ag. A boy should select a farming program that fits his own particular situation, the farm, the community, and himself. The program should contain productive enterprise projects, improvement projects, and supplementary projects. The boy, the Ag teacher, and the boy's father should all have a hand in planning the farming program. The program should contain continuation projects to be carried all through high school and even after the boy has started farming on his own. Plans for carrying out the program should be made as early as possible with improved practices followed to do better farming with higher production. The projects should have goals which are a challenge to that particular boy. Records that have meaning to the boy keeping them which can be used to plan future needed changes should be kept.

The objectives, or anticipated results, of the Vo-Ag program should be clear and specific, so that everyone knows what they are working toward. They should be in terms of reality, something that can be reached. The over-all objective of "better living on the home farm" should be the goal of all connected with Vo-Ag. □

*Sophomore in Agricultural Education, North Carolina State College, Raleigh, 1955.

the adult program has been responsible for getting the department a new agriculture building and much equipment. That, and the satisfaction of working with young and adult farmers who know what they want and are seeking ways of reaching that goal are reasons enough for promoting an out-of-school program in agriculture. □

Young farmers sponsor fire training school

A special activity in a young farmer program

FRED H. CORNABY, Chapter Advisor, Timpanogos Young Farmers, Provo, Utah.

On June 22 and 23 of this year the Timpanogos Young Farmers of the Central Utah Vocational School in Provo, Utah, sponsored their third annual fire fighting school for the new membership in the area. Chapter member, Nyal Wadley of Pleasant Grove, has been fire warden for his area some 20 years and is recognized throughout the state for his knowledge in controlling forest fires. Nyal has been in charge of giving the men a concentrated schooling in two short meetings in foot hill and forest fire fighting.

The Schedule

On Friday evening we meet at 8 P.M. in the Pleasant Grove Ag Department, which is our customary meeting place. By 9 P.M. the membership has seen a color film on the reason for an effective fire fighting program. Refreshments are served and the group is ready for "how it is done" in the classroom. Here films on actual fires are shown with the most effective means of control in use. Next, crayon talk drawings are shown which explains in detail where fire lines are to be made for the particular type of fire, the shape of the control area, and the usual direction of movement of the flame. After this, instructions are given on clothing to wear, how to get to the scene of the fire with the least waste of energy, and the safety rules to follow.

Time for answering questions is allowed at the conclusion of the meeting so that every man fully understands just what is expected of him the following afternoon. On Saturday we assemble at 1 P.M. at which time Warden Wadley demonstrates the use of the fire shovel and pulaski and how to properly carry them. (For those unfamiliar with the pulaski, it is an instrument with an axe on one side and a grubbing hoe on the other.) At this point, the group is divided into five or six members in

each team and each team goes to the scene of the fire. An imaginary fire is marked off with air slacked lime and a safe fire guard line is built around it. In this manner all team members participate in fighting the fire. The "Captain" or "Straw-Boss" is responsible for the safety of his crew members and in seeing that his fire line is well constructed. He is usually an individual with fire fighting experience and the men are advised very emphatically to follow his directions for safety sake. Instructions are given to never leave a brush or forest fire until 24 hours after it is presumed under control. A good example of this need was evidenced three years ago when an 800 acre forest fire near Provo, Utah, was left unattended at night after it was assumed under control. The next two days burned an additional 2200 acres before three bulldozers and 400 men had fought it to a finish.

The training program is hardly complete in the Timpanogos area of Young Farmer activity without a canyon picnic. Each year the Uintah Forest Service takes the fire fighting participants to the South Fork Ranger Station where a mammoth picnic is enjoyed by all. This permits a further discussion of fire fighting problems either on a group or individual basis. Warden Wadley has always said that one trained man is worth ten untrained at the scene of a real fire. At the conclusion of this year's program he said he had never seen such well coordinated activity and



Crew members of the fire fighting group build a fire line.

they be needed elsewhere all have agreed to respond. The group this year formed an organization called the "Manilla Smoke Chasers," in which only trained fire fighters are included. What the organization will accomplish outside of fighting fires is hard to predict, but when the alarm sounds in their name they take a lot of pride in being on the fire fighting line under the one command in the person of Warden Wadley who knows the fire business like Ford does automobiles.

Before closing someone might ask why farmers should be so interested in fire fighting on the range and forest lands. With 14 inches of rainfall to mature crops in arid Utah, conservation of the water in the mountains is a must. No water shed, no stream in the summer nor crop in the fall. It likewise provides range grazing for sheep, cattle and wildlife. Good conservation adds to recreation, fishing, hunting, lumbering and beauty.

In all, Timpanogos Young Farmers wouldn't trade their fire training school for any other one phase of their annual training program. □



Warden Wadley demonstrates the use of a fire shovel in fire line building.



This group is instructed on safety rules before departure at the fire school.

that he would be glad to accept most any fire fighting assignment if he could have under his command the 20 trained graduates at this year's schooling.

Importance of This Service

Naturally the first duty of these men is to keep range and forest fires under control in their own area, but should

Young-Farmer programs are needed

A properly planned experience will convince you.

STANLEY WALL, Teacher Education, University of Kentucky.



Stanley Wall

TEACHERS of agriculture hold the key to many young men becoming successfully established in farming. The success or failure of a young man in securing adequate help in solving his problems depends largely upon the teacher's ability, attitude, training, initiative, and grasp of the situation. To have an effective Young-Farmer program, workers in agricultural education (teachers, teacher-trainers, and supervisors) must want to have an effective program. They must know the present needs of young farmers. They must have a vision of how vocational education in agriculture can meet these needs. A good Young-Farmer program requires considerable time and effort—it cannot be developed by devoting to it only a few spare hours.

Often teachers and school officials feel, before securing the facts, that there are very few out-of-school young men in their communities who are interested in the Young-Farmer program. Teachers of agriculture should make a survey of their school community and locate the young men who are farming. They should also make a comprehensive survey of these young men to determine the areas of farming that should be included in a program of systematic instruction.

The pattern of the Young-Farmer program of the past has not had the "pull" to attract great numbers of young men. A program of education for young

farmers, to be successful, must start with the farm problems and interests that young men have. The young men who elect to remain on farms and who are fortunate enough to find placement opportunities, regardless of their farming status, must acquire and maintain a high degree of farming and living efficiency in order to have a good standard of living. Thus, any educational program to attract a young farmer's interest must produce evidences of strengthening his farming program.

Good teaching of Young-Farmer classes involves class or group instruction and supervision of the practice on the farm. Neither instruction without practice nor practice without instruction is vocational education. There is a very close relationship between supervision and the attitudes and interests that young farmers have regarding class instruction. Good supervision provides the best opportunity to convince the young farmer that the teacher is really interested in and can help him with his problems.

There follow some suggested practices on organizing and conducting a Young-Farmer program which should attract and be helpful to young farmers.

Organizing the Group

1. Enroll 15 to 18 out-of-school young men who have an opportunity to profit from the program.
2. If a class has not been previously organized or if the number enrolled in the previous class was small, a survey should be made to locate the young men who should be enrolled in the course.
- a. Make a list of all young men who have been enrolled in high-school vocational agriculture the past ten years.

- b. Secure a map of the school district and make a complete community survey of the young men who are farming. This can be done by asking each high school student of agriculture, who will, to secure the information on a certain road or part of a road or section of the community.
- c. Check the composite list of names with the students, school principal and superintendent, local advisory committee, local postmaster or rural mail carrier, country merchants, or others, to eliminate those who are not farming.
- d. Make a final listing of the out-of-school young men who are farming in the community.
- e. Ask three to five of the young men who have shown good leadership ability to serve as a committee to assist in planning the program for the year. Have the committee examine the list of names that has been compiled and identify the young men who, in their opinion, could profit from and would be interested in the program.
- f. Visit each of the young men to be enrolled, explaining to him the plan for the course, that only a certain number are to be enrolled, that he has been recommended as being one who would be interested in such a program, that if he enrolls he is expected to attend the meetings (not to enroll unless he will attend regularly), and that he can expect help from the teacher through on-farm visits.
- g. Secure the assistance of the school principal and superintendent in making contacts and in keeping the community informed of who is to enroll in the program.



Classroom instruction should be organized on a year-round basis—an intensive series of meetings during slack seasons on the farm and periodic meetings during the remainder of the year.



On-farm supervision is an essential in the young-farmer program. A teacher obligates himself to the young men who enroll in the class to provide supervision of their farming programs.

Class Meetings

- Ask the planning committee (3 to 5 young farmers) and school principal to assist in setting up a schedule of class meetings for the year. A suggested schedule is shown on the right.
- Work out the time of the class meetings so that the class can meet regularly once or twice a week during the intensive meetings. Do not overlook the possibility of meeting in the afternoons for a part of the time. Get schedule of meetings placed on the school calendar—be sure the school principal has approved it.
- Organize the program on a year-round basis, with a series of intensive meetings during the slack season on the farm and periodic meetings the remainder of the year.

Course of Study

- The teacher should make a comprehensive study of the young men in the community to determine their needs for an instructional program. There should be a long-time plan (4 or 5 years) showing the areas of farming to be included in each year's instructional program. The teaching objectives for each year should be determined.
- The course for each year should include instruction in farm-program planning, keeping and using farm records, and farm mechanics. These should be related to some major area of agriculture such as developing a major livestock enterprise. This series of meetings should be taught on an intensive basis (meeting once or twice a week for a series of 15 to 18 meetings).
- The periodic meetings (meetings other than in the intensive series) should be handled about as follows:
 - Use half the time in the study of some problem related to the intensive part of the course.
 - Use the remaining time in the study of current seasonal problems.
 - Have the group decide at one meeting the seasonal problems to be discussed at the next meeting.
- The teacher must have clearly in mind what his teaching objective is for each meeting. Determining one's teaching objectives is perhaps the most fundamental process in any program of education. A teacher cannot proceed intelligently in any educational program unless he knows what learnings he is attempting to secure. The business of the teacher is to bring about desirable changes in the behavior of those he teaches. Unless he knows what behavior changes he is after, he likely will not secure them.

Supervision of Farming Programs

- At a time of recruiting a young man to enroll in the class, the teacher should commit himself to

CALENDAR OF INSTRUCTION
Young-Farmer Program 19 High School

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Total
Intensive Meetings.....	8	5-9	3-5	2-4									18-26
Farm Shop.....				3-6									3-6
Periodic Meetings.....	1				1	1	1	1	1	1	1		7
Planning Farming Program (other than intensive meetings)												2	2
Keeping and Using Records (other than intensive meetings)					1-2								1-2
Recreation.....					1				1			1	2
Total.....	1	8	5-9	4-6	5-10	1	2-3	1	2	1	1	2	33-45

Who Are the Out-of-School Youth?

(Continued from page 79)

these out-of-school rural youth. This fact-finding may be on the part of graduate students in agricultural education as well as on the part of vocational agriculture teachers who are interested in experimenting with various methods of working with these young people.

- provide on-farm supervision. No young man should be expected to commit himself to attend the class meetings unless the teacher is willing to commit himself to provide supervision. A teacher cannot justify a Young-Farmer class unless he provides supervision of the young men's farming programs. A teacher should not enroll more young men in the course than he can adequately supervise.
- The young men should be visited by the teacher soon after the intensive meetings begin. By all means, this visit should be made before the intensive series of meetings reaches the midway point. The young man needs help in making application of the decisions he has been arriving at in class to his farming program; otherwise, he may not be able to apply them and will lose interest in attending class.
 - Supervision is needed to insure any appreciable number of decisions being carried out in the young man's farming program. The supervisory visits should be made at the times when they will contribute most to the course being taught; at the same time, supervision of his total program should be provided.

Young-Farmer Organization

- A local organization of the young farmers can be of much help to the teacher in recruiting, organizing, and maintaining interest in the program.
- The organization should be carrying out at least one fairly large activity that will contribute to farming and farm life. Some examples are: a county farmer-recognition day, a county-wide clean-up day, a community fair, development of rural telephone services.
- The organization should assume major responsibility in planning and carrying out recreational meetings.

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(Continued on page 84)



This young farmer's wife is helping to analyze the farm account records. Such cooperation can be increased when the wife is included in your Young Farmer program.



The encouragement and cooperation of the wife was important to this young farmer when he decided to construct this laying house for his 1000-bird flock.

Include the young farmer's wife

The value of your program and interest in it will increase.

HERBERT D. BRUM, Vo-Ag Instructor, Frankfort, Ohio.



Herbert D. Brum

THE educational needs of young farmers include more than instruction and help with the technical aspects of agriculture. The problems of developing a successful farm business are those of the family as a unit. Consideration and help, therefore, must be given to the problems of the wife, as well as of the young farmer, in order that they may more effectively work together toward their common goals.

Young farm wives need to understand some of the problems faced by their husbands concerning technical agriculture. They may need help in solving problems concerned with the establishment of a home and the development of happy family relationships.

The Young Farmer program in our community is recognizing this fact and the wives receive help through a social and instructional program which affords them an opportunity of associating with people of like problems, interests, and goals. The young wife especially needs this since she is more confined than the husband by the demands of the home and young children. This gives the wives an opportunity to associate as married couples with others in their age and interest group and is in addition to the social activities of the wives alone. They cannot receive these benefits through existing community organizations because these organizations are usually dominated by older and better established farm families.

The Need Exists

One of the factors that helped to bring about the broadening of the

Frankfort Young Farmers Association program to include the wives, was a study conducted by the Ohio Agricultural Experiment Station. In this study one hundred and fifty young married farm families were interviewed. Neither the husband nor wife was more than thirty years of age and they obtained the major part of their income from the farm. The results of this study indicated that there are many problems confronted by the young farm wife for which there is presently little organized help available. Some of these problems are: (1) Adjustment to marriage and family relationships. (2) Housekeeping techniques. (3) Management of farm money income. (4) Social needs of their age and interest group.

The need for including the wives in the young farmer program was discussed by the members and they decided to do something about it. A committee was appointed to plan the first joint meeting. It was agreed that a survey of the response of the wives to this first meeting would help guide the group in further planning. This first meeting was a success. The program included a female clinical psychologist and a male psychiatrist who were the experts on a panel discussing common problems of marriage. Very good group participation was achieved. A social and recreational period followed. Both the husbands and wives were so enthusiastic about this meeting that meetings of this type were planned on a once per month basis. These, of course, were in addition to regular weekly young farmer instructional meetings and social activities. There is usually a covered dish dinner preceding the meeting. Programs for the meetings, with resource persons from these fields, have included such topics as, Wise Use of Credit, Insurance Planning, Safety, Proper Selection of Meat Cuts, and Educational Films. These programs are always planned by member committees.

A Newsletter Used

In addition to the joint meetings, a newsletter concerning homemaking techniques and young farmer activities is prepared and distributed to the wives periodically. This enables them to realize the continuity of the program, even though they do not attend the weekly men's instructional meetings.

According to the young men and their wives, this program is helping them to solve many of the important problems faced in the establishment of a happy farm family. It also provides an opportunity for young married farm people in this community to meet together on common ground and actively to direct their activities. □

School Youth? Who Are the Out-of-

(Continued from page 83)

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The summer programs of teachers of vocational agriculture are being emphasized more and more. Supervisors and teacher trainers are being encouraged to visit teachers during the summer and to call on a few students during each of these visits.

Pre-enrollment of farmers in adult courses

Some advantages and some of the related factors.

LLOYD J. PHIPPS, Teacher Education, University of Illinois.



Lloyd J. Phipps

MANY teachers of adult farmers are enrolling the farmers in their courses prior to the starting dates of the courses. These teachers usually promote enrollment in a course one to three weeks in advance of the first meeting of the course. For some courses the enrollment periods may be as much as six months or more in advance of the start of the courses. Enrollment in advance of the start of a course may be contrasted with other procedures of enrolling farmers which the writer considers less desirable or undesirable. For example, some teachers enroll farmers at the first meeting of a course while other teachers have no definite enrollment procedure. Some teachers place on the roll of a course the name of any farmer who attends one or more meetings of the course.

Teachers who promote enrollment in advance of the first meeting of an adult farmer course prefer the procedure because it lets them know in advance whether a course is going to "fill." It also lets them know how many will be enrolled and who will be enrolled. Thus a teacher is better able to prepare for the teaching of the course.

Use the Advisory Committee

A practice that usually accompanies the pre-enrollment procedure is that of having the members of an advisory committee for a course act as the enrollment agents for the course. The members of an advisory committee for a course function as the enrollment agents for the course by contacting personally other farmers. If a farmer desires to enroll, the committee member making the personal contact officially enrolls him. Often committee members are supplied with enrollment or membership cards which are given to the farmers when they enroll.

After an advisory committee member for a course officially enrolls an adult farmer, he reports the enrollment to the teacher of the course. The teacher of the course then visits the farmer before the first meeting of the group. The purpose of this visit is to allow the teacher and the farmer to become acquainted, or more intimately acquainted. This visit also gives the teacher an opportunity to become acquainted with the problems of the farmer in the area of the course.

There is no question about the feasibility of using advisory committee members for a course as a means of secur-

ing enrollees, and there is no question about the possibility of getting farmers to enroll in advance of the first meeting of a course. Where these practices have been used, they have been successful.

Effectiveness of Pre-enrollment

A question, however, is often raised about pre-enrollment. It is: "Do farmers attend when they enroll before the first meeting of a course?"

To obtain an answer to this question, sixty-three schools offering eighty-three adult farmer courses, of all types, were asked in 1955 to check (1) the number of their enrollees who had enrolled before the first meeting of their courses and had attended three or more meetings, and (2) the number who were enrolled prior to the first meeting who did not attend any meetings.

In 69 of the 83 courses studied, enrollments were taken in advance of the start of the courses, and 881 farmers were pre-enrolled in these 69 courses. Only three and eight-tenths per cent of the 881 farmers enrolled prior to the first meeting of the courses did not attend a single meeting of the courses in which they were enrolled. This percentage was much smaller than many had been estimating that it would be. It appears that those who enroll in adult farmer courses prior to the first meeting of these courses do so in good faith. The 3.8 per cent who did not attend any meetings is probably not any greater than would be expected from normal causes such as illness and other changes in the farm or home situation.

Seventy-nine and one-tenth per cent of the 881 farmers pre-enrolled in the 69 courses attended 3 or more meetings. Thus, 18.1 per cent of the farmers who enrolled prior to the start of the courses attended only one or two meetings. Part of this failure to attend can probably be traced to normal causes, but it may be due in part to dissatisfaction with the courses. Another reason for this failure to attend more than one or two meetings may be due to an overselling of the courses when the advance enrollment in the courses was obtained.

Whatever the cause, it appears that a teacher can promote with security the practice of enrolling farmers in an adult farmer course prior to the first meeting of the course because most of those who enroll will start the course and will attend the class meetings regularly.



Definite enrollment in an adult farmer course promotes regular attendance.

Relationship to Type of Course

The number of farmers who are pre-enrolled in courses seems to be closely related to the kinds of courses offered. For example, 24 per cent of the farmers attending the 16 farm management courses studied were enrolled in advance of the first meeting of the courses while 78.7 per cent of the farmers attending the 29 farm mechanics courses studied were enrolled in advance of the start of the courses. The writer knows through direct contact with the courses that many of the farm management courses studied were not too systematically organized. The farm management title was used as a name for a series of unrelated topics. Some of the farm management courses studied were, however, organized on a very systematic and sound basis. A known characteristic of farm mechanics courses, however, is their systematic organization.

Further, the percentage of farmers who started a course and the percentage who attended three or more meetings of a course was much higher for the courses providing systematic instruction than they were for the courses that were organized on a topic or "shotgun" basis.

Nine and nine-tenths per cent of the farmers pre-enrolled in the 16 farm management courses studied did not start the courses while only 0.9 per cent of the farmers pre-enrolled in the 29 farm mechanics courses studied did not start the courses.

In the farm management courses studied, 17.1 per cent of the farmers who were enrolled in advance of the starting of the courses did not attend as many as three meetings of the courses while only 12.1 per cent of the farmers pre-enrolled in the farm mechanics courses studied did not attend at least three meetings of the courses.

It is the writer's opinion that these differences in use of the pre-enrollment technique and in the effectiveness of the technique are directly related to the degree to which courses are systematically organized. If a course is organized on a topic or "shotgun" basis, it is often very difficult to obtain a pre-enrollment in the course which implies an attendance obligation at all the meetings of the course. It seems to be

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This applies to all levels of vocational instruction.

There is no substitute for on-farm, follow-up instruction

R. H. TOLBERT, Teacher Education, The University of Georgia.



R. H. Tolbert

by farmers "were developed in situations where something needs to be done; where the learner has a part in selecting and evaluating information, in drawing inferences, in making decisions, in formulating and executing plans, and in evaluating outcomes." The individual, whether a farmer, or a prospective farmer with a farming program, has situations "where something needs to be done." No one is in better position to help him select and evaluate information, draw inferences, make decisions, formulate and execute plans, and evaluate outcomes than the teacher of vocational agriculture because of his background and technical and professional training.

The farmer, or prospective farmer who has a farming program, is engaged in "purposeful activity." Kilpatrick analyzes purposeful activity as consisting of four typical steps or phases: purposing, planning, executing and judging. An educational program whose aim is that of training for pro-

THE ways and means used in vocational agriculture should be in accordance with sound educational objectives. The National Committee on Objectives recognized this principle when, in Monograph No. 21, it indicated that the abilities needed

iciency in farming has the responsibility of helping the individual to grow and develop through an ever increasing ability to deal intelligently with the problems growing out of purposeful activity. In other words, the teacher of vocational agriculture has a responsibility in connection with purposing, planning, executing, and judging or evaluating.

Function of the Teacher

What specific implications does this point of view hold for on-farm follow-up instruction? From the very nature of the term "follow-up" this aspect of on-farm supervision or instruction would mainly be concerned with the execution and evaluation phases of the educative experiences described by Kilpatrick. This means that on-farm follow-up instruction would be planned and executed to help the enrollee, either all-day, young farmer, or adult farmer, to follow through with his plans or even remake them in the problem's natural setting. The teacher might be needed in a given situation to provide help either in remaking plans found to be inadequate or in developing manipulative skills needed for properly executing plans. He might be needed to provide encouragement, or even to help the father of the all-day boy or young farmer to understand the meaning of the plans for the solution of the problem which exists on the farm. In evaluating the outcomes, the enrollee, particularly the inexperienced, needs the leadership and guidance of the teacher. He would help the enrollee observe the

effects of the plans to see how well they worked, what mistakes were made, wherein a better job could be done next time, and what was learned in the process which could help in solving the problem the next time it arises.

How Much and How Often?

How intensive should on-farm follow-up instruction be in a given case? It is doubtful whether hard or fast principles can be set up to govern the answer to this question. The teacher would, however, be governed by the principles he would follow in the classroom in that he would ever be alert to help the individual think and do for himself, thereby to develop greater confidence in his own ability, and to become increasingly independent and self-reliant.

How often should an individual be visited by his teacher of agriculture? This question, too, is difficult to answer, and possibly we shouldn't attempt to do so. Yet, there is evidence in our state that one-sixth of the boys in all-day classes are not visited at all during the year. Almost 40 per cent are not visited more than twice. Little can be done about on-farm follow-up instruction, particularly about the kind we have been discussing, with only one or two visits per year. Yet, not all students are believed to need the same number of on-farm visits.

In conclusion, may we emphasize the fact that on-farm supervision is one of the most important aspects of the work of a teacher of vocational agriculture. A recent study in our state indicates that it is one area of professional activities where more improvement can be made than in any other area of such activities. No aspect of on-farm visitation is more important for the promotion of learning than on-farm follow-up instruction. □

An example of what a Vo-Ag program can produce.

Growing into farming

F. L. WORTHROP, District Supervisor, Florida.



R. V. Albritton

for this event.

When Ralton graduated in 1952, he began truck farming on a full scale in partnership with his brother-in-law. The fall crop consisted of 15 acres of cucumbers and tomatoes. This venture was a mild success. Ralton then turned his

attention to the home farm, setting as his goal the development of a 480-acre tract of land. The equipment on the home farm was not all that one would desire for the type of farming Ralton had in mind. Ralton's father turned the farming operation over to his sons as he felt that he could no longer do the physical labor necessary in truck farming. A new partnership was formed with Ralton and his two brothers as working members of the combination.

The inventory of the farm then included 1 Farmall tractor and miscellaneous equipment for truck farming, 18 acres of seedling grove, 1 acre of improved pasture, 60 head of range cattle, and two dwellings.

Today the inventory of mobile equipment is adequate for modern truck farming. Working in the fields, you can find three AV Farmall tractors and one

John Deere tractor. All tractors are fully equipped for the job that might be done. There are three farm trucks, one for hauling produce to the market, and the other two for general farm jobs. The grove now consists of 28.5 acres, and there are approximately 30 acres of improved pasture. The herd of range cattle has doubled and a Hereford bull has been added for crossbreeding. All of the cattle show the influence of Brahman bulls which were introduced as Ralton's first step toward herd improvement. He is now crossing the English type bulls on the grade Brahman cows to upgrade the herd.

The Accomplishment

Ralton is now 22 years old and a veteran truck farmer of four full seasons. The lowest acreage was the 15 acres in the fall after graduating from high school. The top acreage was 100 acres of tomatoes and cucumbers in 1954. In 1956 he produced 20 acres of cucumbers and 14 acres of tomatoes. The crop acreage has been reduced somewhat as Ralton has recently set 10.5 acres of citrus outside the partner-

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TV programs require preparation

Training results in state-wide programs and participation.

E. L. McGRAW, Teacher Education, Alabama Polytechnic Institute*



E. L. McGraw

the people of their local communities and surrounding communities.

As is true with other informational tools, educational television must recognize the needs and desires of people in order to accomplish its objective. The producer of agricultural television programs is perhaps more fortunate than others in the television field. His ideas will naturally stem from a special field of endeavor and will be based on a knowledge of the people concerned with this field, their characteristics, interests, and needs.

Workshops Held

Recognizing the importance of television as a medium for disseminating agricultural information and as a means of securing better public support for vocational agriculture, the vocational agriculture staff in Alabama appointed a committee of four to survey the possibilities of teachers of vocational agriculture presenting television programs. A member of the committee was invited to attend a television workshop for teachers of Vo-Ag in West Florida. This workshop was held at Television Station WEAR, Pensacola, Florida. Several Southwest Alabama vocational agriculture teachers were invited to attend the workshop. H. E. Moreland of the Audio-Visual Department, Florida State University, Tallahassee, was specialist in charge at the workshop. Objectives and purposes of educational TV programs were discussed. Subjects to select for programs and how to go about producing a television program were presented. At the close of the workshop a schedule of fifteen minute programs was set up for a 52 week period. These programs are presented each Saturday at 10:15 a.m. As a follow up, a clinic was held with those Alabama teachers who were to present programs. A live program was given and problems discussed.

A similar workshop was held at

Dothan, Alabama the latter part of January with Station WTVY. This workshop was planned by staffs of Vocational Agriculture from Florida, Georgia and Alabama. Again, H. E. Moreland presented the information needed to set up a series of TV programs. Teachers from Northeast Florida, Southwest Georgia and Southeast Alabama attended. A sufficient number of teachers was in attendance to set up a full 52 week schedule without repetition. These programs are being presented at 3:45 p.m. each Saturday.

In March a workshop was held in Montgomery at Station WSFA with only Alabama teachers attending. These teachers came from the area covered by the station. At this workshop a TV program was presented to the group that had previously been given over Station WTVY Dothan. Then the members of the supervisory and teacher training staff discussed with the teachers phases of producing TV programs. Again and as a conclusion, a schedule of fifteen minute programs was set up for a 52 week period. These programs are being presented at 12:30 p.m. each Saturday.

Teachers Receive Training

This workshop was followed by a series of area meetings with teachers who were to present the programs. In these meetings outlines of programs were made, scripts written and programs actually presented before the group. Three rounds of such meetings were held with these teachers to help them with different stages of their programs.

In May a workshop was planned by the Alabama Vocational Agriculture staff in cooperation with the Georgia staff to be held at Station WRBL, Columbus, Georgia. Again the Alabama staff covered the various phases of planning and presenting TV programs. A schedule was planned for a 52 week period without repetition of teachers and schools on the schedule. The programs are presented each Saturday at 11:00 a.m. EST.

A Full Program Is Developed

This gives a total of four stations having a full year's schedule of agricultural programs or a total of 208 programs during the year. In addition to the clinics held with teachers many individual visits and conferences have been held by staff members in Alabama.



The officers of the Alabama FFA Association tour a TV station at Dothan, Alabama, where one of the training workshops was held.

Visual aids have been prepared by the staff to assist teachers in the presentation of their programs. In addition to teachers presenting programs, most staff members have appeared on a farm program at Station WSFA Montgomery.

This fall, contacts will be made with the remaining stations serving Alabama and workshops will be held to include teachers in other parts of the state who have not participated in TV programs. □

Pre-enrollment of Farmers - - -

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much easier to pre-enroll farmers in a course that is systematically organized around farm problems that are unified, interacting, and interdependent.

Another reason why enrollment in advance of the first meeting of a course may be used to a greater extent with systematically organized courses than it is with topic or "shotgun" courses is that pre-enrollment tends to emphasize enrollment for a course instead of attendance at a single meeting.

Thus, enrollment of farmers in advance of the first meeting of a course may promote regular attendance, and regular attendance is necessary for success in a systematic course. For this reason, teachers may be more motivated to encourage pre-enrollment in systematic courses than they are in topic or "shotgun" courses. □

Growing Into Farming

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ship. Much of the land now being cleared on the home farm will be put in permanent pasture after two crops of vegetables have been grown. The land that is suited to citrus will be set in grove.

Ralton is now known in his community as a successful farmer. Some refer to him as having been born lucky for there are few farmers in his area who have been able to claim success on four full seasons or eight crops. The fine balance that Ralton is building in his citrus, cattle, and truck crops shows that this young man has vision for planning, and a will to work hard toward his goal. □

* Mr. McGraw is Subject Matter Specialist in Teacher Education.

Contributions of the FFA

It aids the Vo-Ag program in several directions.

BOND L. BIBLE, Vo-Ag Instructor, Morgantown, West Virginia.



Bond L. Bible

A third year student in vocational agriculture had just been elected president of the student body in the University High School. He was the fifth consecutive student body president who was an outstanding FFA member.

"My participation in the local Future Farmer Chapter has given me the incentive to try to excel in all school work," he exclaimed. During the last week of school he was selected by his classmates to be their president of the senior class. A straight "A" student for the past two years, he gives the FFA program credit for instilling within him a strong desire to achieve perfection in whatever he does.

The FFA is a designed teaching method with a great array of teaching techniques. It is an integral part of the program of vocational agriculture. Being intra-curricular it has its origin and development in a part of the curriculum, vocational agriculture.

Relation to Goals

Instruction in vocational agriculture on the secondary school level is based primarily on the supervised farming programs of the individual students.

In a survey of significant factors in the development of a long-time supervised farming program the author discovered that four factors stood out prominently:

1. The teacher's influence.
2. The student's own interest in vocational agriculture.

3. Co-operation given by the parents.
4. Influence of the Future Farmer Organization.

We interpreted this consensus of 432 students and 52 teachers in this manner:

The vocational agriculture teacher has a big job to do in a community. He must get the boys interested. That is the important thing. Then he must educate the older people, especially the parents, to the possibilities of the Vo-Ag program.

For this job the FFA offers not only appeal, but helps to set up goals or levels of achievement which are meaningful to the learner.

Motivating Factors

The Future Farmers of America Foundation Awards help and encourage FFA members toward the goals of establishment in farming, development of rural leadership, and the practice of good citizenship.

In our instruction the FFA activities assist the students in developing a purpose for learning. It is a stimulant which motivates the boy to work toward a definite achievement. The boy sees a need to learn which is so vital in the educational process.

Results of FFA Participation

To improve our instruction the boys should develop a comprehensive program of activities for their Future Farmer Chapter. The many contests sponsored by the FFA organization and the goals to be achieved in the Chapter program of activities give the boys an opportunity to develop a sense of responsibility. The experience in committee assignments and the delegation of responsibility to individual members is a valuable teaching device. Boys with varying abilities and interests find in the FFA activities the type of training

and development they need. In teaching we need to set the standards high and give the student a chance to develop perseverance, patience and the ability to concentrate. The student must understand the necessity of constant practice. Have you ever heard anybody question the necessity for football practice? Why not the same principle in our classrooms? To challenge the student to his highest efforts he must have a definite goal in mind.

The ability to keep on working long after there seems to be any sense to keeping on is learned through concentration and determination to achieve a definite goal. The FFA can be used as a teaching device which will instill within the minds of the boy the goal or spark he needs to keep trying and continue trying until he succeeds. One achievement will furnish the incentive for much greater and more difficult attainments.

Most of us as Vo-Ag teachers know the value of continued practice and drill in training boys for judging teams. Similarly, a boy who becomes very proficient in the execution of parliamentary procedure abilities must subject himself to continued practice and study of parliamentary law. Boys with four years experience in the study of parliamentary procedure will attest to the value of regular practice over a long period of time.

A Means to Improve Relationships

Public relations in vocational agriculture simply means doing a good job and telling everyone in your community about it.

The first people to start telling about our program are the parents and patrons of the school. With informed parents and patrons of the school we make our teaching more effective. One practical way to inform the parents is to publish a Chapter newsletter. Pictures and stories of the boys activities and accomplishments will tell our story and serve as a stimulus to encourage the members.

To get the general public informed we must look to the weekly and daily

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The teacher and the pupil work together in the "learning by doing" program. They have a mutual interest in the "joys and discomforts of farm life."



A committee chairman reports to the Chapter. Boys get satisfaction and training through planning and developing their own Chapter activities.

Selecting power tools for the Vo-Ag shop

An answer to "what power tools are most essential in the high school farm shop?"

T. W. RAINES, Director, Winona Area Vocational School, Winona, Minnesota.



T. W. Reine

MOST schools operate on a limited budget. The problem of using the money available to the best advantage is well known to Vo-Ag instructors and school administrators. A Guide for Instruction in Agriculture Education, Curriculum Bulletin No. 15, Minnesota Department of Education has a recommended list of power tools for a vocational agriculture farm shop. The problem confronting school administrators is to select the most essential items when all cannot be purchased.

Tools Found on Farms

This survey was completed in three phases. Phase one involved the advanced Vo-Ag classes in the Winona Senior High School. With the direction of Glenn Anderson, their Agriculture Instructor, the boys visited the nearest neighbor to the north, to the south, to the east, and to the west, and listed the power tools they found in the farm shop or tool shed. Each boy took a similar inventory on his home farm. In this way most boys surveyed five farms. A total of seventy-seven farms was surveyed. It seems reasonable to assume that the farmers contacted would have the power items most useful to them for the money they could spend. Therefore their problem is similar to that of a school; to spend the money available to the best advantage. Table I ranks the power tools in the numerical order in which the boys found them. For instance 82% of the farms surveyed have a bench grinder.

The Teachers' Rating

Different problems are encountered in a Vo-Ag farm shop than in a farmer's shop, although it is agreed that Vo-Ag shops should stimulate better general farm shop practices. To get an answer to the items considered most essential in teaching farm shop, a questionnaire was prepared and sent to 14 Minnesota Vo-Ag departments which are operating a farm shop. 12 questionnaires were returned. On the questionnaire instructors were asked to rank seventeen power tools, labeling those they considered most essential A, those of lesser need B, and those least essential in the list C. In evaluating the returns, an A rating was evaluated at 5 points, a B rating at 3 points, and a C rating at 1 point. Average ratings

of the schools

Table I
Importance Farmers Place on Farm Shop Power Items

1. Electric Hand Drill and/or drill press	88%
2. Bench grinder	82%
3. Table Saw	52%
4. Soldering Iron	44%
5. Air Compressor	28%
6. Arc Welder	14%
7. Electric Sander	10%
8. Skill Saw	9%
9. Electric Clipper	8%
10. Lathe	6.5%
11. Electric Dehorner	4%
12. Jig Saw	4%
13. Jointer	3%
14. Band Saw	3%

were determined by dividing the total obtained by the number of instructors giving a rating to that item. Table II enumerates the result of this process:

Table II
Ratings Vo-Ag Instructors Place on Selected Power Tools.

1. Arc Welder	5.00
2. Bench Grinder	5.00
3. Drill Press	4.84
4. Electric Hand Drill	4.84
5. Acetylene Welder	4.45
6. Power Table Saw	4.16
7. Radial Arms Saw	3.60
8. Hand Electric Saw	3.55
9. Power Hack Saw	3.40
10. Air Compressor	3.00
11. Forge	2.33
12. Jig Saw	1.90
13. Band Saw	1.72
14. Jointer	1.66
15. Power Sander	1.45
16. Wood Lathe	1.00
17. Metal Lathe	1.00

Rating by Vo-Ag Leaders

To get a third viewpoint on this problem, nine teacher trainers and supervisors in states close to Winona were asked to make their ratings using the same basis as the Vo-Ag instructors. Six responded. Table III is the result of averaging their replies in the same manner as used in the Vo-Ag summary.

Recommendations

Considering factors involved, we would recommend that schools give these items priority when ordering power equipment for farm shops:

1. Arc Welder
2. Bench Grinder
3. Drill Press and/or Electric Drill
4. Table Saw or Radial Arm Saw
5. Air Compressor
6. Skill Saw (electric hand saw)

No attempt was made to rank the remaining items, as there seemed to be

Table III

1. Arc Welder	5.00
1. Acetylene Welder	5.00
1. Bench Grinder	5.00
1. Drill Press	5.00
1. Electric Hand Drill	5.00
6. Power Table Saw	4.77
7. Electric Hand Saw	4.33
8. Radial Arm Saw	4.00
9. Air Compressor	3.77
10. Forge	3.00
10. Jointer	3.00
10. Power Hack Saw	3.00
13. Band Saw	2.00
14. Metal Lathe	1.77
14. Power Sander	1.77
14. Wood Lathe	1.77
17. Jig Saw	1.33

no clear cut opinion regarding them. We would rate all of the items listed above as high priority items essential to the establishment of a farm shop program. □

Contributions of FFA

(Continued from page 88)

newspapers. Most newspaper publishers are anxious to print FFA items of general interest.

We need to take advantage of every worthwhile event to inform the public about our program. There are so many activities and varied publications to tell the story that none of them need to be overworked. To keep the outstanding farm boys in our program, publicity in vocational agriculture must keep pace with other activities in which boys engage.

Other methods of improving our instruction in vocational agriculture include the use of color slides taken of the boys activities and farming programs. A good parliamentary procedure team is always in demand. Our FFA team presented two demonstrations before college classes and one for a statewide PTA workshop. This is one of the best means of showing other organizations what we are doing in leadership training.

Public relations and education are very closely interwoven. A picture of a demonstration team showing how to operate a tractor safely will not only promote your department of vocational agriculture but will interest others in the safe operation of a tractor.

Teacher-Pupil Relationships

The FFA program brings the student closer to his teacher than in any other activity in the secondary school. They work together at school, in the farm shop, on the home farm. The teacher advises the boy as he deems necessary. His work may bring him in contact with the boy in any hour of the day or night through the twelve months of the year. The boy brings his problems to the teacher and together they plan for the future. Through achievements and failures they share the "joys and discomforts of farm life."

It is because of the almost ideal setup that the very character of the teacher exerts a tremendous influence. This

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Laboratory experience in the Vo-Ag classroom

Try demonstrations as a manner of teaching.

FRED O. ABEL, Vo-Ag Instructor, Beallsville, Ohio.



Fred O. Abel

THIS article deals with a series of demonstrations to supplement a program of instruction for vocational agriculture students. Vocational agriculture is a course of study which easily lends itself to many different methods of teaching. Anything that we, as teachers, can do to vary the usual routine in order to attain greater interest and understanding, is certain to be a worth-while objective. Demonstrations should be considered of great value because they enable students to make use of two or more of the five human senses in learning worthwhile knowledge and also add a "doing" aspect in the classroom.

The demonstrations referred to here are inexpensive, require a minimum of equipment, need only a small amount of space, and are simple enough for students to participate. They are not intended to be performed at random; they must be timed to supplement the program of instruction.

Feeding Demonstrations

Possibly the most interesting demonstrations are those on feeding to show the effects of a deficiency of the different nutrients. White rats are ideal for experimental purposes but baby chicks are suitable for some demonstrations. Approximately six weeks before the problem of feeding livestock is discussed in the classroom a comparison of protein vs. carbohydrates vs. a balanced diet can be started by giving one pen of rats nothing but meat scraps, the second pen starch, and the third dog food. The rats used need to be young, weighing about sixty grams. (See picture.)



Either white rats or baby chicks can be used in feeding demonstrations.

Some other suitable demonstrations with rats are:

1. Effect of milk in the diet.
2. Effect of tobacco in the ration.
3. Effect of coffee in the ration.
4. Effect of antibiotics in feeding.
5. Effect of a lack of minerals.
6. Effect of a vitamin deficiency.

Some demonstrations with chicks besides those of feeding are a comparison of the difference in rate of gain in males and females, and the difference in growth rate between breeds. Along with these demonstrations will come the various efficiency factors such as pounds of gain per pound of feed consumed.

Crop Demonstrations

In the field of crops there seems to be an almost unlimited number of demonstrations. Some interesting ones used here at Beallsville have been:

1. The effect of seed treatment on clover and alfalfa seeds.
2. The effects of temperature on germination.
3. The effects of different brands of weed killers.
4. Testing germination of seeds.
5. The effect of a mulch in holding soil moisture.
6. The effect of soil conditioners.
7. The effect of nitrogen on corn.
8. A comparison of the different grades of hybrid seed corn.

Please note photograph which shows the seed corn and the seed treating demonstrations.

In addition to the demonstrations used inside the classroom an interesting comparison showing the run-off and soil loss with different types of ground cover can be set up outside the building. This demonstration should be located so that it can be observed from a window and is desirable only in areas where erosion is a problem.



Seed germination and seed-treating demonstrations can be shown in the classroom.

Contributions of FFA

(Continued from page 89)

poem illustrates the teacher-pupil relationship:

"Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagog
But he taught as his elder brother.
I don't care what Mark Hopkins taught,
If his Latin was small and his Greek
was naught,
For the farm boy he thought, thought
he,

All through the lecture time and quiz,
"The kind of a man I mean to be
Is the kind of a man Mark Hopkins
is."

In the last verse we find these words:
"No printed word nor spoken plea
Can teach young hearts what men
should be,

Not all the books on all the shelves,
But what the teachers are, them-selves.

For Education is, Making Men;
So is it now, so was it when
Mark Hopkins sat on one end of a
log
And James Garfield sat on the other."²

This is the greatest factor in improving instruction, what we are ourselves. It is through the FFA organization that we as vocational agriculture teachers can exert an invaluable contribution to the farm youth of America. □

² Arthur Guiterman, "Education."

All of the demonstrations listed above have considerable public relations value. Teachers interested in using laboratory animals can obtain some excellent information by writing to the Ralston Purina Company, St. Louis 2, Missouri. □



Good gates are very important in farm safety. Here the owner of the farm (center) and classmates construct a new gate as part of the Vo-Ag class work on farm safety.



Mr. Gene Foster, Vocational Agriculture Instructor at Whitesboro, Texas, supervising the clean-up operation of the class project in farm safety.

Methods in teaching farm safety

Such an important problem of all-day and young farmers deserves careful attention to teaching method.

JARRELL GRAY, Teacher Education, Texas A. and M. College.



Jarrell Gray

Arousing student interest is one of the most difficult problems faced by teachers of vocational agriculture. Teachers at all times must be looking for new and different methods by which they can motivate their students. And sometimes it is difficult to find satisfactory means of motivation. This is especially true in teaching farm safety.

Safety should be emphasized continuously in vocational agriculture. There are certain times, however, when teachers should place special emphasis upon this problem. This emphasis can certainly be justified from the standpoint of fatalities and economic losses that occur among farm people. The

National Safety Council estimates that each year approximately 14,000 farm people lose their lives and that more than 1,000,000 are seriously injured. The economic loss amounts to approximately \$1½ billion each year.

In view of these conditions, Mr. Leroy Matthys, student teacher from the Agricultural Education Department at Texas A. and M. College, felt that he could very profitably devote some time to teaching a unit on farm safety during his student teaching period at Whitesboro, Texas. He also felt that he could teach this unit most effectively if he could find a class project on which to work.

When discussing the plans for the unit with the critic teacher, Mr. Gene Foster, it was learned that one of the students had recently purchased a rundown farm and was in the process of planning many farm improvements. This seemed like an excellent opportunity for the class to use the farm as a class project and to build their farm safety

instruction around this true-to-life situation. Since field trips could be arranged to the farm whenever needed, it was decided that they would serve as a basis around which the instruction would revolve.

The field trip, then, was used to introduce the unit on farm safety. During this field trip, hazards were observed and planning was done of ways and means for eliminating them. Students had no trouble acquiring an insight into the significance of farm safety. Seeing lumber with protruding nails lying on the ground provided opportunity for the teacher to emphasize the importance of keeping such debris off the ground. Hazards afforded by fences in poor conditions could readily be pointed out.

After returning to the classroom further study was conducted on farm safety. Such facts as the occurrence of more accidental deaths among farm workers last year than among the workers of any other major industry shocked class members. They also learned that in nearly every case where an accident occurred human failure was to blame.

The students, after studying such appalling data, made additional plans regarding exactly what the class would do on subsequent field trips in the way of repairing fences and gates, removing

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BEFORE



AFTER



Sometimes a little work will do wonders. This is shown above as a Vo-Ag class clears scrap lumber and old wire from a portion of the barnyard and pens.

Photography and the Vo-Ag teacher

BRUCE STRICKLING, Vo-Ag Instructor, Chantilly, Ohio.



Bruce Strickling

"I saw the boy's picture in the paper." How many of you teachers have heard that expression from some of the patrons of your district? If you have, then, you recognize the value of desirable public relations and the far reaching effect of a picture of some worthwhile FFA activity that has appeared in the newspaper. A noted philosopher once said that a picture was worth 10,000 words. This is a true statement because practically everyone likes to look at a picture while there is a very small percentage of the population that reads more than the comics and the headlines (in that order).

Most newspaper editors are more than willing to run stories and pictures received from teachers providing they are recent and are on a worthwhile subject. The time element, in many cases, determines whether an article or picture will be used. For example, if your district or county parliamentary procedure contest is tonight, pictures of the winners

and a short well written article would be acceptable copy on the city editor's desk tomorrow whereas three days later it is no longer news but is now history and the same story would not be accepted.

Develop Your Own Pictures

This is why I think it is important for the teacher to have available a good camera and an enlarger. The developing and enlarging process is not complicated and within a matter of an hour or two you can have the picture and story on the way to the paper. Most editors prefer a 5 x 7 or larger glossy print.

Many types of cameras and enlargers are available at any price you might want to pay. However, by selecting used equipment you will be able to acquire both camera and enlarger for less than \$100.00. The smaller size which takes a negative up to 2 1/4 x 3 1/4 is the most desirable for the beginner. Any camera will do providing it has an anastigmatic lens, otherwise the enlargement will not be clear and sharp. A good enlargement can be made from most 35mm cameras in common use but the disadvantage to using this type of camera is the fact that the entire roll of film has to be ex-

posed before developing. I prefer a press type camera for news pictures which enables me to take one picture at a time and develop it without wasting the rest of the film as would be the case with a roll film camera. I use a small 828 camera for color and a 2 1/4 x 3 1/4 press camera for black and white.

Color vs. Black and White

Color photography also pays off for the Ag teacher. I usually take color slides of all of my students' farming programs during the year and show them at the annual parent and son banquet with each boy giving comments on his program as his pictures are projected on the screen. This makes for a very interesting half hour on the banquet program and helps stimulate the interest of the parents in attending. The cost of the film is taken from the FFA account and usually amounts to about \$20.00 per year. After showing the pictures at the banquet I give each boy his own pictures. In many cases the boy will now have color prints made from these slides for the family album.

Photography can become expensive if you buy too many unnecessary gadgets but if you are economical in your use of film, paper, and chemicals and sell an occasional picture you may even make a little money. At the same time you will have a very interesting and profitable hobby that will pay dividends in the form of better public relations in our profession of teaching. □

Make farm visits pay*

Some criteria to guide you

STANLEY RUNK, Vo-Ag Instructor, Mt. Union, Pennsylvania



Stanley Runk

SELLING ideas is quite a big job. However, when high school boys and young adult farmers buy ideas, the teacher of agriculture knows that he is working with a going concern. When a student's interests and needs reach the level that he is *purpos-ing* to achieve a specific goal, the learning process is underway, and no doubt about it.

The vocational agriculture student's farm is your laboratory; use it as much as possible, because you have real life situations available. It's the warehouse for many instructional materials, from live plants and animals to machines which provide the means of learning many farm skills. Experience in making decisions comes from the dynamic problem solving situations encountered. Timely farm visitation by a *purposing* teacher of agriculture will help improve

the classroom attitude, understanding and achievement of the student.

Planning the farm visit at the proper time is very important. Through proper timing you will be able to encourage boys to plan to adopt certain additional necessary approved practices in their farming programs.

Proper execution of the planned farming program visit will result in better programs. Actual things should happen on the farm visit, if possible. Checking corn planter plates for adjustment of the planting rate to fertility level is a good example of the actual way you help an individual student with a problem in growing corn. "Be a doer not a viewer" in working with your students.

Evaluation of your teaching success can be determined by the approved practices being used by your students and by the adequacy of the management decisions which they make.

Purposing, planning, execution, and evaluation of each farm visit for instruction is your job and mine—let's make the most of it! Plan your work and work your plan. □

Methods in Teaching - - -

(Continued from page 91)

debris, filling an old well, and correcting other similar hazards. The class was divided into work groups for this purpose.

The field trip was serving another purpose for the teacher. It was serving as a place where skills could be taught under actual situations. It was also a place where knowledge acquired in the classroom could be used to solve real problems. And it was evident that, as a result of completing this farm safety project, students had acquired a positive appreciation for farm safety.

It was also evident from the safety work conducted by the students on their home farms that these field trips had served another purpose—that of providing an excellent environment in which students could form desirable attitudes about the importance of having safe conditions on the farm.

The field trip, in this situation, provided an excellent opportunity for students to participate in farm safety activities. It is from such activities as these that desirable experiences are acquired. □

Theme of the November Issue — "Teaching as a Profession"

* Adapted from the Pennsylvania Newsletter.

One who does less than his best is killing part of himself.

A school farm has public relations value

Its Non-vocational values should not be overlooked in your program of instruction for the whole community.

AL SHERMAN, Vo-Ag Instructor, Pomona, California



Al Sherman

GOOD public relations are one of education's important duties today. During times such as we are experiencing now when the educational plants and facilities are costly, it is ever more important to stress good public relations. Many times, it seems, we consider the public relations program as being good if we help promote our own cause in our own field. This is probably a good criterion, but many times there are opportunities which arise where we can help promote the total school as well as our own department by using the agricultural facilities.

At Mt. San Antonio College, we have been engaged in such an activity for the past four years. Actually, it was not planned by us, but rather grew out of a need. It has become a large task, although a very rewarding one.

How the Farm Is Used

We have always maintained a fairly large school farm in connection with our agricultural program. The farm comprises some 400 acres and is used as a laboratory. Students are allowed to maintain projects (animals and crops) on the farm.

While showing some friends who were elementary school teachers around the farm, we found that many of the elementary schools in this area teach farm units of various types in the primary

grades. Our friends asked if they could bring their classes to see the school farm.

The children came and were delighted. The teachers were so pleased with the results that they came back the following year and brought others with them. Two years later, one of these teachers reported on her field trip at a large teachers' institute. As a result of this, one whole city school system sent a group to look into the matter. They now send all of their first grades to visit us. This also happened in other school systems.

This project has grown so rapidly that it is difficult to tell for sure how many have visited the farm. But, during the past four years, there have been well over 5,000 students. Most of these have been kindergarten, first, and second graders, but we do get some college students from classes at Los Angeles State College, as well as some high school students.

The area to the west of the college toward Los Angeles has become urbanized very rapidly and many of the children that visit the farm see hogs or sheep for the first time. We usually shear a sheep for each group, as this is a process that most of them have not seen. Also, we have some of the animals out where the children can touch them. According to the teachers, this is one of the highlights of the trip.

Young Farmers Assist

When we first started this project,

our teaching staff used to show the groups around. However, it grew so large that we finally turned it over to the Young Farmers as a project. When they are not available during classes, one of the farm superintendents takes the groups around.

As you can see, the agriculture department probably does not profit greatly from this experience, as most of the children will not be in college for several years. They probably would not be enrolled in agriculture, anyway. We do feel, however, that it is a good community service project for these young children. Many of them go home so full of enthusiasm that the parents come back with them on the week end to see for themselves. As a result, we have had many people visit the campus who may not have come here except for their child's visit. What pleases a parent's child usually pleases the parent.

All in all it has been a pleasant experience for us. The Young Farmers do a fine job with the small children, and some of the remarks by the children are worth all of the work involved. But, most important of all, we have gained a public relations program which benefits the school as a whole as well as the agriculture department. □



A group of elementary school pupils show genuine interest in these lambs produced on the school farm. Can you identify the children for whom this is the nearest they have ever been to a lamb?



Members of the Young Farmer group "introduce" some grade school pupils (and teachers) to one of the horses on the School Farm.



Both boys and girls from the elementary grades get some first-hand knowledge of agriculture from the school farm.

News and Views of the Profession

Student Teacher Fifth Annual Conference

The annual conference of Student teachers will be held during the FFA Convention at Kansas City, Mo. again this year. The dates are October 16-17. Meetings are planned for Tuesday afternoon and all day Wednesday to be held in the Municipal Auditorium.

All vocational agriculture teacher-training institutions are invited to send as many student-teacher representatives as can come. It is hoped that at least one member of each teacher-training staff, including supervising teachers, can attend.

A "Coffee Hour" for all student-teachers and teacher-trainers is provided through the courtesy of the National Vocational Agricultural Teachers Association on Tuesday, October 16th.

The agenda of the Conference was sent to the Head Teacher-Trainer of each Department of Agricultural Education early in September. The Conference Committee for this year's conference is composed of—C. W. Hill, Cornell University; E. W. Garris, University of Florida; C. V. Roderich, University of Missouri; Jack Ruch, University of Wyoming; and John N. Weiss, University of Illinois, Chairman.

□

Cammack Honored



R. E. Cammack

THE Honorary Doctor of Science degree was conferred upon R. E. Cammack by Alabama Polytechnic Institute in its last June graduation exercises. This was in recognition of his outstanding services as an education leader in the State

of Alabama and the South. Dr. Cammack received a B. S. degree in Agriculture from Alabama Polytechnic Institute in 1916, following which time he became successively a teacher of science and agriculture, a county farm demonstration agent, Vo-Ag teacher, State Supervisor of vocational agriculture and Director of Vocational Education for Alabama, the position he now occupies. He attended Cornell University in 1926 and was awarded the Master of Science degree in 1927.

Many honors have been awarded Dr. Cammack. In 1944, the Progressive Farmer magazine cited him "Man of the Year in Alabama Agriculture" for outstanding useful service rendered to his state and especially to its rural people and their welfare and progress. In 1947 he was president of the National

Association of State Directors of Vocational Education. He was awarded the Honorary American Farmer Degree in 1946 by the National Future Farmers of America Association. He has also been a member of the Planning Committee of the Study Commission of Chief State School Officers.

be interested in a report by States of the number of subscribers.

It must be remembered that the figures shown in the Table below fluctuate somewhat each month due to the variation in time of subscription renewals, expirations and the receipt of new subscriptions. The figures shown are for the last month for which they were available.

States can be expected to vary in the number of subscribers by reason of the wide variation in the number of workers in the state program. For your state, however, you will be able to recognize the relation between the potential number of subscribers and the actual number reported for the particular month. A few states consistently have had a 100% record and some even exceed this percentage by reason of subscribers outside of our Vo-Ag ranks.

Silver Anniversary Convention

The American Vocational Association will celebrate its 50th year of contribution to the program of education in the United States and its territories this year. This important anniversary convention will be held in St. Louis, Mo. The dates are December 2-8.

Workers in Vocational Agriculture always have been leading and consistent supporters of the A.V.A. In turn, the Association has been a major factor in bringing about improvement in status of our program in Vocational Agriculture and consequent betterment in the conditions which make our efforts more satisfying.

All who can do so should plan to attend the convention in St. Louis. This is one of the most central locations for the annual meeting in a number of years, a factor which should be reflected in the attendance.

Subscribers by States

State	No.
Alabama	280
Arizona	43
Arkansas	252
California	140
Colorado	50
Connecticut	16
Delaware	30
District of Columbia	24
Florida	222
Georgia	427
Idaho	68
Illinois	334
Indiana	379
Iowa	271
Kansas	202
Kentucky	271
Louisiana	247
Maine	39
Maryland	53
Massachusetts	65
Michigan	273
Minnesota	22
Mississippi	273
Missouri	288
Montana	73
Nebraska	167
Nevada	14
New Hampshire	19
New Jersey	55
New Mexico	65
New York	320
North Carolina	231
North Dakota	67
Ohio	361
Oklahoma	16
Oregon	81
Pennsylvania	246
Rhode Island	9
South Carolina	344
South Dakota	26
Tennessee	306
Texas	76
Utah	72
Vermont	41
Virginia	367
Washington	121
West Virginia	87
Wisconsin	331
Wyoming	53
Alaska	
Hawaii	61
Puerto Rico	6
Canada	5
Foreign	80
Total	7969

Your State's Record of Subscriptions to Your Magazine

You who are the active supporters of *Agricultural Education Magazine* by reason of your annual subscriptions may

...Tips that work . . .

Facilities for the Local Fair

The Plattsmouth, Nebraska Chapter of Future Farmers of America is having growing pains just as the State and National Associations do. All FFA members are becoming more conscious of educational exhibits and of showing their high quality livestock at fairs.

At the end of the first year in this new department, the members found themselves with some livestock of high enough quality to compete at the local fair with the 4-H clubs. We went to the fair board with the request that FFA members be allowed to show. We were told that the fair had been renting tents to house the animals and that the cost had been high. The board stated that they did not think that they could invest more money in tents.

The FFA then countered with the proposal that if the fair board would furnish the building materials then we would furnish the labor to build a permanent barn. As the end result, a barn covering 4144 square feet was built mainly with the labor of the local Chapter of Future Farmers. The cost of about \$2,000.00 will be made up in four years by the saving in the rent usually spent for tents.

Low cost native lumber was used wherever possible. The barn is in a U shape, has a concrete wash floor and is of the pole type. The first local use of galvanized roll roofing is found in the building.

The first year over 90 calves were tied in the barn and for the first time in history the three FFA Chapters in this county were permitted to show at the fair. At the time of this writing, plans are being drawn for a swine barn to be built with the same purpose in mind as for the beef barn.

About 1,400 hours of free labor went into the construction of this barn but our Future Farmers believe that the time was well spent. Members of our community will be pleasantly reminded

of the Plattsmouth Chapter of Future Farmers of America every time that they visit the annual fair. □

Donald Hansen
Vo-Ag Instructor.
Plattsmouth, Neb.

Know Your Students

A Vo-Ag teacher needs much information about his students which can easily be obtained by survey. Many useful facts can be obtained about our students in this manner. Information obtained leads

Milton Vocational Agriculture Enrollment — 1951

Name_____	Birth date	Month	Day	Year
P. O._____	RFD No.	Grade	Age	Date enrolled
Father's name_____	Father's occupation_____			
Number of brothers_____	Number of sisters_____	Father living?		
Mother living?_____	Grade father reached in school_____	Mother_____		
Place of birth, City_____	County_____	State_____		
Does family have a radio_____	Gas_____	Electricity_____	Bath tub_____	
Sink_____	Inside toilet_____	Refrigerator_____	No. of autos_____	
Telephone number_____	Farm Papers taken_____			
Is father member of Farm Bureau_____				
Occupation most desired_____	Second choice_____			
Do you plan to graduate from high school?_____	Attend college_____			
Greatest No. of miles travelled from home_____	Place_____			
Have you ever been a 4-H club member_____	Boy Scout_____			
Preferences, Church_____	Club_____	Sports_____		
Hobby_____	School subject_____			
Family doctor_____	Height_____	Weight_____		
Give any known disability_____	Vaccinated_____	Typhoid shots?_____		

Farm Resources Are Made Up of:

ACRES OF CROPS:

Corn_____	Soybeans_____	Horses_____	Mules_____
Potatoes_____	Orchard_____	Dairy Cows_____	Beef cattle_____
Other hay_____	Wheat_____	Chickens_____	Fat pigs_____
Small fruit_____	Tobacco_____	Brood sows_____	Bees_____
Acres owned_____	Acres rented from others_____	Years on this farm_____	

NUMBER OF LIVESTOCK:

Miles from school, Surfaced_____	Dirt road_____	Your bus No._____
Number of days father worked elsewhere during the year_____		
Do you have a bank account_____	Life insurance_____	
Driver's license_____	Drive car_____	Name of your property_____

to better understanding. Survey information can be very helpful throughout the year in making necessary reports.

Principal Likes It

The principal wanted similar information about all the students. This led the author to make a similar enrollment form for other high school students. Both forms have been in use with slight revision for the past twenty years. (See sample for Vo-Ag.) □

Questions are arranged on a single sheet of 8½" x 11" paper which can be duplicated. Forms of this size can be easily filed. Abbreviated items can be written in the grade book as soon as class rolls are made up.

H. E. THROCKMORTON
Vo-Ag Instructor
Milton, W. Va.

Teachers are urged to send in helpful items of successful experience for the benefit of their fellow teachers. This feature of the Magazine is for that purpose. Take a few minutes to tell others of the activities which work for you.



Chapter members and their adviser pose in front of the permanent barn constructed on the Fair Grounds.

Florida FFA Exhibit

An exhibit was prepared by members of the Collegiate FFA Chapter at the University of Florida for the Florida FFA Association. It was first shown at the Greater Jacksonville Fair at Jacksonville, Florida. The details of this portable exhibit can be easily adjusted to portray the activities of local programs, and it is being used by FFA Chapters extensively throughout the State.

The purpose of this display is to portray the Vo-Ag program beginning with the first year students and leading to their establishment in farming. Changing lights, starting with the first year in vocational agriculture, center the viewer's attention on the progress and expansion that should be attained in the agricultural education program. (See picture on back cover page.) □



Harvey Hoch, (left) Vo-Ag instructor at Payette, Idaho, follows up the instruction given in the adult welding course on the farms of class members. The picture above was taken at the farm of Harvey Dudgeon, a class member, who has developed his own farm shop and equipment. Mr. Dudgeon has owned his own welder for about six years but states that it was not until he attended the adult shop course that he really learned to use it to best advantage.

Instructor Hoch conducted two classes for adult farmers during the past winter with an attendance of 35 members.



The Florida exhibit in the Greater Jacksonville Fair, prepared by the Collegiate FFA Chapter at the University of Florida, under the direction of Mr. T. Lofton, Associate Professor Agricultural Education, University of Florida, Gainesville. (Story on page 95)



Allen Colebank, W. Virginia, National FFA Vice President, presents Caleb Boggs of Delaware an official newspaper weight during the Hercules Paper Company dinner held in honor of Vocational Agriculture Supervisors and Teacher Trainers during the 1954 Atlantic Regional Conference in Wilmington, Delaware, last April.

Stories In Pictures

A picture from the past. A group of prospective Vo-Ag teachers in Indiana in the early 1930's are getting instruction from Prof. S. S. Cromer, at that time head Teacher Trainer, in a farm management approach to teaching vocational agriculture. Also shown in the picture are R. W. Gregory, later Assistant Commissioner for Vocational Education, the U. S. Office of Education, now deceased; L. A. Wood, Vo-Ag Instructor and supervising teacher under whom several of the students in the picture did their student-teaching; and W. A. Smith and K. W. Klitz, members of the teacher training staff, Purdue University, at the time the picture was taken.



The Mesa, Arizona, FFA Chapter observed National FFA Week last year by conducting a Chapter meeting as a part of a Television Program. Also appearing on the program was Freddy North, State FFA President, and C. L. Harkins, State Superintendent of Public Instruction.



